**A Conceptual Framework for Online Learning**

Adapted from [*Evidence-Based Practices in Online Learning*](http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)

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| **Pedagogy:** | **Replacement/Synchronous** | **Replacement/Asynchronous** | **Replacement/Combination** |
| **Expository** |  |  |  |
| **Active Learning** | Students use the iPad to explore the differences in molecules that are isomers of each other. The need recreate these molecules using molecular model kits is not needed. | Work that was not finished in class could be done at home on their iPads. |  |
| **Interactive Learning** |  |  |  |

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| **Pedagogy:** | **Enhancement/Synchronous** | **Enhancement/Asynchronous** | **Enhancement/Combination** |
| **Expository** |  |  |  |
| **Active Learning** | Students do not have to determine from two dimensional drawings whether or not a set of molecules are isomers. This is often very hard. Drawings rely on the student’s ability to imagine rotating and spinning 3D structures from 2D drawings. |  |  |
| **Interactive Learning** | Students could work together if they wished to check their finding with another student. |  |  |